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ABSTRACT

This paper opens with a brief description of three administrative options for implementing bibliographic instruction programs for college level students: (1) composition instructors teach their students research methods without working with librarians; (2) librarians offer separate library skills courses to the general student body; and (3) instructors and librarians cooperate in developing and implementing bibliographic instruction programs. Problems with the first two methods are discussed briefly, and the operations of an administrative partnership between the library and the English Department at the University of Illinois are described. These operations include logistics, benefits, and applications for other institutions. Five major benefits of such a partnership are discussed. A checklist is presented for the classroom instructor with sections on needs assessment, department organization, library organization, and library instruction and orientation. A selected bibliography is included with sections on bibliographies/literature reviews; periodicals/columns devoted to bibliographic instruction; guidelines and recommendations; handbooks; theory, general discussion, and case studies; and librarian-English instructor cooperation. (THC)

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"The Connection Between Library Skills Instruction and the Developmental Writer: Administrative Implications"

Paper Presented at the
36th Annual Meeting of the
Conference on College Composition

Minneapolis, Mn.
March 22, 1985

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During the last ten to fifteen years, librarians have become increasingly active in developing and implementing bibliographic instruction programs for college level students. While some programs have enjoyed long successful lives, notably the program developed at Earlham College in Richmond, Indiana, others have collapsed due to apathetic course instructors, burnt-out librarians, personnel changes, inappropriate library instruction, or the loss of university support. The key to establishing, implementing and maintaining a successful program is tightly tied to the administration of the program. A bibliographic instruction program lives and often dies with its administrative structure. No matter how urgent or desperate the student needs or how carefully designed the instructional content, no instruction program will survive, much less flourish, semester after semester without an appropriate administrative structure.

The administrative options for bibliographic instruction are numerous and varied but tend to cluster into three types. 1) Composition instructors can opt to teach their students how to do research without working with librarians--in splendid isolation (or from my viewpoint-in disastrous isolation). This approach can emerge for numerous reasons:

1. misconceptions of the role of the librarian; lack of understanding of information science expertise;
2. course instructor's personal experience with uncooperative or passive librarians;
3. following the lead of research guides which inappropriately present the library and librarian as an isolated step in the research paper process.

The course instructor in isolation is harmful not only because it creates a schism between instructors and librarians (who should be working together), but deprive the students of the expertise of library and information scientists.

The freshmen researching recombinant DNA is not going to be research helped by the course instructor's research experience in literary or composition research. Information structure differs from the humanities to the sciences. Librarians are experts in the structure of information and subsequently the storage and retrieval of information.

2) Librarians, on the other hand, can choose (and have chosen at numerous institutions) to operate in their own splendid isolation. Often this option manifests itself in separate library skills courses offered by librarians to the general student body and taken only by a fraction. The isolated library course not only reaches a small group of students (usually upperclassmen), but the instruction is not at the students' time of need nor integrated into the curricular framework of the university. And like the isolated instructor approach, the librarian in isolation contributes equally to the schism of non-cooperation and misconceptions between instructors and librarians.

3) I feel that the third administrative option of instructor and librarian cooperation which we have chosen at Illinois and is employed at numerous universities and colleges throughout the USA is vital to the successful and dynamic teaching of academic discourse and communication which is most commonly taught in the form of the research paper.

After attending numerous presentations here, I have been impressed by the lively discussion of student research yet equally concerned about how many composition instructors seem to have opted for or forced into the splendid isolation approach (in some cases circumventing the resources and expertise within library walls). I am even more convinced that the model of an administrative partnership between the library and the English department is a healthy, positive and necessary alternative to the isolationist approaches.

I would like to take the rest of my time to discuss how this administrative partnership operates at the University of Illinois--the logistics, the benefits, and the applications for other institutions.

The administrative partnership is remarkably simple, and after disastrous experiences with other less cooperative structures, it now seems the only option. The administrative structure of the University of Illinois program is a parallel structure with the library and research aspects of the program being coordinated out of the library (specifically by myself and Lori Arp) and the writing aspects of the program directed by the Rhetoric (or English composition) Department (specifically by Don Cruickshank, Director of EOP Rhetoric). This administrative chart illustrates the relationship of the two units, not only to each other, but to the individual department staffs and the students. As the chart delineates, I and Lori Arp serve as the coordinators of reference and instructional services for the Undergraduate Library. In this capacity, we communicate directly with the director of EOP Rhetoric, oversee the instruction responsibilities of five undergraduate librarians, seven graduate assistants, and student assistants. Likewise, Don, as Director of EOP Rhetoric, serves as the library's contact with the Rhetoric Department, and oversees the work of 16 course instructors and tutors. The responsibilities of the library and rhetoric coordinators are also parallel and complementary. The library coordinators: 1) present the library instruction program to new and returning course instructors during two orientation seminars, numerous small group meetings, and frequent coffee and after work breaks; 2) keep the rhetoric coordinator and instructors updated on any changes in the library (such as the new online catalog) and provide any needed continuing education for the instructors; 3) schedule

and confirm library session times; 4) develop curricular materials in consultation with course instructors; 5) train instruction librarians, and; 6) evaluate the program. The rhetoric coordinator in keeping with his part of the administrative partnership: 1) assists in presenting the library instruction program to new and returning instructors; 2) communicates to the library coordinators students and instructor needs; 3) relates syllabi or schedule changes; 4) trains course instructors; 5) develops curricular materials in consultation with librarians, and; 6) evaluates the program.

Similarly, the individual instruction librarians and the course instructors share in the implementation of the program. Each librarian preps for library instruction sessions, prepares topic profile sheets or worksheets, sets up research consultation appointments with individual students if necessary, respects the course instructor's role in the research paper process, and evaluates the program. The individual course instructors are responsible for: preparing students for library sessions (assigning readings in the Research Guide, requiring library tours, presenting and collection library assignments); relating students names, topics and special problems to librarians; providing feedback to librarians after library sessions are completed; respecting the librarian's role in the research paper process; and evaluating the program.

There are five major benefits to setting up a library instruction program based on an administrative partnership between the library and the teaching department. First, administrative cooperation leads naturally to joint program development. Traditionally, bibliographic instruction programs have been developed by librarians, then taken out into the teaching departments and hawked as "here's what we can do for you". Likewise, in many

institutions course instructors are either forced because no instruction program exists or choose to develop library or research-based assignments without consulting with the librarians. These assignments often take the form of questions students are asked to answer using library resources without any instruction in the identification or location of appropriate materials. Often students end up having negative and frustrating experiences tracking down these random facts, and more often the reference librarian ends up locating the answers. The students learn nothing about research. But an administrative structure which fosters ongoing cooperative program development keeps instruction dynamic, exciting, and responsive to changing students needs and abilities. For example, at the Univeristy of Illinois, the impetus for the PreResearch Skills Instruction component came from an instructor of specially admitted students who was acutely aware that his students needed to be eased into the larger research process as it operates at the third largest academic library in the United States. Because of the existing precedent for cooperation, the instructor felt free to approach Lori and me and throw out his idea for a pre-research paper experience. Now three years later, the PRSI has been refined and enhanced through librarians and course instructors working cooperatively to improve the experience. Open and lively communication and subsequent program enhancements are inevitable bonuses of sharing administrative responsibility for the program and for the academic success of students.

The second benefit of the administrative partnership is the establishment of the bibliographic instruction as course-integrated component of freshmen writing classes. Because of the close cooperation of the coordinators, library instruction is provided at the students' time of need, not three weeks after bibliography cards are due or a week before a topic

been comtemplated. The constant administrative communication allows for immediate adjustment for any changes in course schedules. Because the course-integrated approach is now institutionalized, the library staff can plan well in advance and anticipate session schedules and adjust other library responsibilities accordingly.

Continuity is the third beneficial quality of the administrative structure of the library instruction program at the University of Illinois. Because so many people are involved in the development, implementation, and evaluation of the program, the program is not in danger of collapsing if one of the personalities moved onto another position or took on different responsibilities. There are several instances of groundbreaking library instruction programs which have disappeared when the founding librarian moved on. By setting up joint administration, continuity is guaranteed, thus avoiding the demoralizing task of reestablishing a program every semester with the inevitable personnel changes.

An unexpected fourth benefit from cooperation between the library and the Rhetoric Department has been the notority and acclaim the program has received both throughout the university and nation. The program has won two awards--the Undergraduate Instructional Award and an Amoco Foundation Award for Improvement in Undergraduate Education--and has been used by the university as a superlative illustration of inter-departmental cooperation. Nationally, the Undergraduate Library Instruction Program has been cited as a model for large-scale bibliographic instruction and faculty cooperation.

And the final benefit, and that which is indeed our original goal, has been the improvement in student research skills and expertise as reflected in the qualitative improvement of student bibliographies. We have completed a study which compared the bibliographies of fifty students paper before

the present program was developed with fifty bibliographies from students involved in the present program, and the quality and appropriateness of the citations increased dramatically. I know this great improvement in students' skills and abilities would not have ever taken place if librarians or writing instructors had worked in isolation rather than through the administrative partnership.

How do you as writing instructors or directors go about initiating a library instruction program or restructuring the one presently in place at your institution? Lori and I have developed a checklist of questions and approaches you will want to consider when initiating library instruction. Please feel free to pick up a copy of the checklist after today's presentations. In addition, may I suggest that librarians and writing instructors are working toward the same end, the goal of educating students to identify, analyze, abstract, evaluate and articulate information and ideas. To this end, we need to understand better the common goals we as educators share by reading each other's literature (I have compiled a bibliography of suggested readings on bibliographic instruction), seeking each other out in our respective departments, developing an appreciation for each other's expertise, and recognizing that the view from the classroom and the view from the library are in many regards the same view.

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Library Instruction:
A Checklist for the Classroom Instructor

This checklist is designed for the classroom instructor who wants to initiate the development of library instruction in cooperation with librarians.

Needs Assessment

1. What are the instructional needs of your students with respect to the library and research?
2. Are course assignments library or research based? (i.e. research papers, documented essays)
3. Should you restructure or design any assignments to include library or research components?
4. What are your students' previous experiences with libraries and research?
5. Have your students received any library orientation or instruction?

Department Organization

1. Do you have you department's support and approval to initiate library instruction?
2. Are there other instructors who might also be interested in approaching the library for instruction?
3. Have other members of your department contacted the library concerning instruction?
4. Does your department have an established formal or informal relationship with the library?

Library Organization

1. Is the library a centralized or decentralized system?
2. If the library is decentralized (i.e. comprised of departmental or branch libraries):
   a. Is one departmental library more appropriate than another to approach for instruction?
   b. Is there an undergraduate library or an undergraduate services unit which is responsible for undergraduate library instruction?

3. If the library is centralized (i.e. there is only one library or one central service unit):
   a. Is there one office or one librarian responsible for library instruction?
   b. Is the reference department responsible for library instruction?

Library Instruction and Orientation

1. Does the library already offer library instruction (also called bibliographic instruction) and/or orientation?

2. What type of instruction and orientation is offered?
   a. Tours (Group or Self Guided)?
   b. Formal Courses?
   c. Course-related Presentations?
   d. Course-integrated Instruction?
   e. Term Paper Research Counseling or Term Paper Clinics?
   f. Reference Service?
   g. Other?

3. What type of curricular materials are available?
   a. Library Brochures?
   b. Instructional Handouts?
   c. A Research Guide?
   d. Computer-assisted Instruction Programs?
   e. Media Programs?

4. Are the existing instructional services and curricular materials sufficient or appropriate for your students' needs?

5. If the existing services are inappropriate or if no instruction exists, what type of instruction is appropriate for your students? (see bibliography)

Note: This checklist was developed by Lizabeth Wilson and Lori Arp (Undergraduate Library, University of Illinois at Urbana-Champaign) to accompany the panel "The Connection Between Library Skills Instruction and the Developmental Writer" presented at the 36th Conference on College Composition and Communication, Minneapolis, March 22, 1985.

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BIBLIOGRAPHIC INSTRUCTION: A SELECTED BIBLIOGRAPHY

This bibliography is based on a bibliography originally compiled by Carolyn B. Fields for the Association of College and Research Libraries, Bibliographic Instruction Section, Education for Bibliographic Instruction Committee; additions and updates provided by Betsy Wilson, Undergraduate Library, University of Illinois to accompany the panel "Library Skills Instruction and the Development Writer" presented at the 36th Conference on College Composition and Communication in Minneapolis March 22, 1985.

Bibliographies/Literature Reviews

Kirkendall, Carolyn A. and Carla J. Stoffle. "Instruction." In the Service Imperative for Libraries: Essays in Honor of Margaret E. Monroe, edited by Gail A. Schlachter, Littleton, Colorado: Libraries Unlimited, 1982, pp. 42-93.

Excellent, comprehensive overview of bibliographic instruction including history, major developments, and current issues: Faculty support, educational theory in instruction, and administrative support. Examines user education in college and university, school, special, and public libraries. Includes a useful classified bibliography.

Lockwood, Deborah L., comp. Library Instruction: A Bibliography. Westport, Conn.: Greenwood Press, 1979.

An annotated, classified bibliography covering three major areas: General philosophy and state-of-the-art, types of libraries, and methods of instruction. Concentrates on items published after 1970 with the exception of classic works.

Rader, Hannelore B. "Library Orientation and Instruction--(year)." Annually in Reference Services Review. Ann Arbor, Mich." Pierian Press, 1976-.

Annual, annotated bibliography covering publications for a given year.

Periodicals/ Columns Devoted to Bibliographic Instruction

ACRL-BIS Newsletter. Chicago: American Library Association. Association of College and Research Libraries. Bibliographic Instruction Section, 1984-.

Lubans, John, Jr., ed. "Library Literacy." RQ. Chicago: American Library Association. Reference and Adult Services Division, 1980-.

LIRT Newsletter. Chicago: American Library Association. Library Instruction Round Table, 1978-.

LOEX News: The Quarterly Newsletter of the Library Orientation-Instruction Exchange. Ypsilanti, Mich." LOEX Clearinghouse. Division of Educational Resources. Eastern Michigan University, 1974-.

Research Strategies: A Journal of Library Concepts and Instruction. Ann Arbor, Mich.: Mountainside Publishing, 1983-.

Directory of Clearinghouses

Sager, Rochelle, ed. Library Instruction Clearinghouses 1983: A Directory. Chicago: American Library Association, 1983.

Guidelines and Recommendations

American Library Association. "Policy Statement: Instruction in the Use of Libraries." Council Document no. 45, American Library Association Annual Meeting, New York, 1980.

Provides a short statement of support for instruction on information retrieval and concludes with the statement that "The American Library Association encourages all libraries to include instruction in the use of libraries as one of the primary goals of service."

American Library Association. Association of College and Research Libraries. Bibliographic Instruction Task Force. "Guidelines for Bibliographic Instruction in Academic Libraries." College and Research Libraries News 38 (April 1977): 92.

The ACRL BIS Task Force put together guidelines on essential elements and objectives of an instruction program. The guidelines are currently undergoing revision.

"Think Tank Recommendations for Bibliographic Instruction." College and Research Libraries News 42 (Dec. 1981): 394-398.

Six resommendations are made on two main themes: "1) "building bridges"--to the rest of the profession, to the large academic community, and to the library schools--and 2) consolidating the discipline by fostering research, publication critical analysis, and development of an underlying pedagogy of bibliography instruction."

"Reactions to the Think Tank Recommendation: A Symposium." Journal of Academic Librarianship 9 (March 1983): 4-14.

The authors of the "Think Tank Recommendations..." stated that they hoped to spark discussion. Indeed they did; this article is actually composed of eight different responses to the above cited publication.

Handbooks

American Library Association. Association of College and Research Libraries. Bibliographic Instruction Section. Policy and Planning Committee. Bibliographic Instruction Handbook. Chicago: American Library Association, 1979.

Contains the "Guidelines for Bibliographic Instruction in Academic Libraries," and an outline of basic considerations in starting up a bibliograhic program: Needs assessment checklist, administrative considerations, a timetable, model statement of objectives, and pros and cons of different modes of instruction. A glossary and pathfinder on BI conclude the handbook.

American Library Association. Association of College and Research Libraries. Bibliographic Instruction Section. Research Committee Subcommittee on Evaluation. Evaluating Bibliographic Instruction: A Handbook. Chicago: American Library Association, 1983.

Intended as an introduction to evaluation, this handbook offers very good direction for the instruction librarian including: Rationale for evaluation, goals and objectives in evaluation, research designs, data-gathering instruments, and data management and statistical analysis. Concludes with an annotated chapter on significant works plus a bibliography.

American Library Association. Association of College and Research Libraries. Bibliographic Instruction Section. Continuing Education Committee. Organizing and Managing a Library Instruction Program: Checklists. Chicago: American Library Association, 1980.

This publication consists of twelve checklists librarians can use for initiating or improving an instruction program: Elements of a model instruction program, assessing students needs, assessing instructor and dean's interest, administration of a program, developing objectives, instructional modes and materials, teaching librarians to teach, evaluation, collegial and administrative support.

Beaubien, Anne K., Sharon A. Hogan, and Mary W. George. Learning the Library: Concepts and Methods for Effecitve Bibliographic Instruction. New York: Bowker, 1982.

Explains how to plan and implement a bibliographic instruction program. Its uniquemess lies in the discussions of the research process and how to present it. Gives examples of research in the humanities, the social sciences and history. Includes an excellent chapter on planning the single lecture.

Breivik, Patricia Senn. Planning the Library Instruction Program. Chicago: American Library Association, 1982.

The author hopes to "provide the reader with a clear understanding of the educational and political milieu in which library user-education

programs must exist, as well as an understanding of the practical steps involved in planning an implementing them." Stresses the theoretical and philosophical aspects of planning a BI program.

Renford, Beverly and Linnea Hendrickson. Bibliographic Instruction: A Handbook. New York: Neal-Schuman, 1980.

Practical, comprehensive handbook. Explains in detail how to plan for a BI program; how to develop an orientation program, course-related instruction, credit instruction, and computer-assisted instruction programs; how to develop workbooks; and how to use audiovisual materials and equipment.

Theory, General Discussion, and Case Studies

Frik, Elizabeth. "Information Structure and Bibliographic Instruction." Journal of Academic Librarianship 1 (September, 1975): 12-14.

Examines four levels of bibliographic awareness. Particular reference sources, types of sources, ways in which reference sources reflect the nature of the disciplines they serve, and information structure in the society.

Knapp, Patricia B. The Monteith College Library Experiment. New York: Scarecrow, 1966.

This classic in the field of library education reports on the innovative research project conducted at Monteith College at Wayne State University in 1960. The objectives of the project were "to stimulate and guide students in developing sophisticated understanding of the library and increasing competence in its use." This project influenced the course of bibliographic instruction, and the types of problems and concerns encountered are still being discussed in the literature today.

Kobelski, Pamela and Mary Reichel. "Conceptual Frameworks for Bibliographic Instruction." Journal of Academic Librarianship, 7 (May 1981): 73-77

Stresses the importance of using conceptual frameworks--principles which are drawn from a field of study and used to organize the content of an instructional presentation--in library instruction. The pros and cons of seven conceptual frameworks are discussed: Type of reference tool, systematic literature searching, form of publication, primary/secondary sources, publication sequence, citation patterns, and index structure.

Kohl, David, Lizabeth Wilson, Lori Arp, Stuart Rosselet, and Susan MacDonald. "Large Scale Bibliographic Instruction--The Illinois Experience." Sepcial Issue of Research Strategies 2 (Winter 1984).

Devoted to the Undergraduate Library Instruction Program at the University of Illinois. The program is discussed from the viewpoints of the library administrator, instruction librarians, writing instructor and composition

administrator. Provides guidelines for establishing, implementing and evaluating a program in the context of a large university. Also proposes a cognitive research approach based on the hierarchical structure of information.

Library Orientation Series, 1971-. Papers presented at the annual conferences on library orientation held at Eastern Michigan University, published by Pierian Press.

There are many articles on case studies and theory presented in this series. It is a very good source for information on current topics.

Luban, John, Jr., ed. Educating the Library User. New York: Bowker, 1974.

This much cited collection of essays, case studies, and research reports discusses user education in many types of libraries. It is divided into three parts: Rationale for educating the library user, faculty involvement in library-use instruction, and implementation and evaluation of library-use instruction programs. The editor states it is "the first book on the subject from a total systems point of view."

Lubans, John, Jr., ed. Progress in Educating the Library User. New York: Bowker , 1978.

An update to Educating the Library User, this volume discusses recent trends, innovations and new directions in the field. This work also addresses BI in a variety of types of libraries as well as in British, Scandinavian, and Canadian libraries.

Marshall, Albert P., ed. "Current Library Use Instruction." Special issue of Library Trends. 29 (Summer 1980).

This is an update on the general topic of library user instruction. It reviews the history and current trends in BI, elements of a successful BI program, competency-based education and library instruction, research strategies, modes of instruction for the individual, reference service as a teaching function, training and education of library instruction librarians, involvement of the librarian in the total educational process, the computer and user education, and evaluation of bibliographic instruction.

Oberman, Cerise and Katina Strauch, eds. Theories of Bibliographic Education: Designs for Teaching. New York: Bowker, 1982.

This book, which presents a theoretical foundation for BI as a discipline, is intended as a companion volume to Learning the Library which is more practical. It contains essays on the theory of information structure and education principles; it promotes a shift away from tool-based learning to conceptual-based learning.

Tuckett, Harold W. and Carla J. Stoffle. "Learning Theory and the Self-Reliant Library User." RQ 24 (Fall 1984): 58-66.

This article reviews the pedagogical models applied by instruction librarians over time and proposes that a new model which attempts to incorporate cognitive learning theory is emerging.

Librarian - English Instructor Cooperation

DeWit, Linda, Agnes Haigh, Julie Hurd, "Library Seminars: Keeping Faculty informed," College and Research Libraries News 42 (October 1981): 326-327.

Faber, Evan Ira. "Library Instruction Throughout the Curriculum: Earlham College Program," In Educating the Library User (1974) pp. 145-162.

Ford, James E. "The Natural Alliance Between Librarians and English Teachers in Course Related Library Use Instruction," College and Research Libraries 43 (September 1982): 379-84.

Gwinn, Nancy E., "The Faculty-Library Connection," Change 10 (September 1978): 19-21.

Hofmann, Lucinda A. "Educate the Educator" A Possible Solution to an Academic Librarian's Dilemma." Journal of Academic Librarianship 7 #3 (July 1981): 161-3.

Lipow, Anne Grodzins. "Teaching the Faculty to Use the Library: A Successful Program of In-Depth Seminars for University of California, Berkeley, Faculty." in New Horizons for Academic Libraries, pp. 262-7. Edited by Robert D. Stueart and Richard D. Johnson. New York: Saur, 1979.

Rader, Hannelore B., ed., Faculty Development in Library Instruction (Ann Arbor, MI: Pierian Press, 1976).